

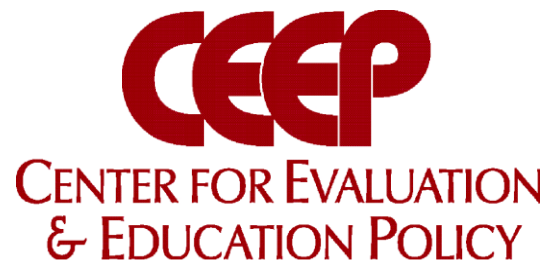
ON-SITE MONITORING REPORT

Supplemental Educational Services

CENTRAL INDIANA EDUCATION SERVICE CENTER
2009-2010 Program Year



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



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On-Site Monitoring Report at a Glance
For:
Central Indiana Education Service Center (CIESC)

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Monitored in 2008-2009	Lesson matches original description	3 Meeting standard	Criminal Background Checks	Monitored in 2008-2009
Recruiting Materials	Monitored in 2008-2009	Instruction is clear	3 Meeting standard	Health/safety laws & regulations	Monitored in 2008-2009
Academic Program	Monitored in 2008-2009	Time on task is appropriate	3 Meeting standard	Financial viability	Monitored in 2008-2009
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable	3 Meeting standard		
Assessment and Individual Program Design	Satisfactory	Student/tutor ratio: <u>4-6:1.33</u>	3 Meeting standard		

(As per the on-site monitoring rubric instructions, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since CIESC's document and compliance analysis was completed during the 2008-2009 school year, an observation and limited document analysis was completed for the 2009-2010 school year.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Central Indiana Educational Service Center
REVIEWER(S): ER

DATE DOCUMENTATION WAS RECEIVED: 2/18/2010

Providers are required to submit documentation for each component. The site director or another authorized representative for the provider is required to submit documentation to the IDOE within seven (7) calendar days from the time IDOE submits their request to them in writing. **Failure to submit evidence could result in removal from the approved provider list.** Providers are given an Unsatisfactory or Satisfactory rating for each component. Providers receiving an Unsatisfactory in two or more of the following areas will be placed on probation: Tutor Qualifications, Academic Program, Progress Reporting, or Assessment/Individual Program Design.

DOCUMENT ANALYSIS Components

Component	Documentation Needed	Documentation Submitted	Unsatisfactory	Satisfactory
Progress Reporting	ALL of the following: -All progress reports for (2) students from (Beech Grove City Schools), (2) students from (MSD of Lawrence Township), and (2) students from (MSD of Perry Township); -Timeline for sending progress reports -Documentation of reports sent -Copy of SES Contract with (Beech Grove), (MDS of Lawrence Township), and (MSD of Perry Township). -Copy of SES Agreement for the (6) students for whom you submit progress reports	-Timeline for sending progress reports -Progress Reports for 2 students from each of the following districts: Beech Grove City Schools, MSD of Lawrence Township, and MSD of Perry Township -Signed reports indicating reports have been shared with the parents -SES contracts with Beech Grove City Schools, MSD of Lawrence Township, and MSD of Perry Township -SES agreements for the 6 students for whom progress reports have been submitted -District reports on provider's progress reporting		Satisfactory
Reviewer Comments: The progress reports submitted are complete and comply with the IDOE guidelines. They include the students' assessment scores, provide specific and measurable goals, provide specific Indiana academic standards that will be addressed in the tutoring program, provide feedback on students' progress, and provide contact information if parents want additional information on how to improve their child's progress. Progress reports are provided to parents monthly, which is in keeping with the provider's timeline and application. It is evident that parents are supplied with the progress reports since the reports submitted have been signed and dated by parents and tutors. In addition, all three districts surveyed reported that the provider submits progress reports in accordance to the timeframe agreed upon in the SES Contract.				

DOCUMENT ANALYSIS Components

The SES contracts with the school districts are complete. They include information on where and when tutoring will occur, the duration and length of the tutoring sessions, as well as all contractual obligations between the provider and the school district.

The SES agreements submitted are complete and include students' specific goals; the length, type, and duration of the tutoring they will receive; the Indiana academic standards that will be addressed through tutoring; and information on the frequency with which parents can expect progress reports.

Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plans for the (6) students for whom you submitted progress reports and SES Agreements, as long as there is at least one for each subject in which provider tutors -<u>Explanation</u> and <u>evidence</u> regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> -The process the provider uses to develop Individual Learning Plans Individual Learning Plans for each of the six students for whom progress reports were submitted -An explanation and evidence of how the provider's assessments align with specific Indiana academic standards 		Satisfactory
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Reviewer Comments:

The provider gathers information from teachers and parents and combines that information with student pre-test scores to develop the Individual Learning Plans. This process is consistent with what the provider outlined in their application.

The learning plans submitted contain all of IDOE's required components. They list the student's specific goals, pre-test scores, the specific standards and skill gaps that will be addressed in the tutoring program, as well as strategies that will be used with each student.

The provider supplied evidence that its math assessment is specifically targeted to Indiana academic standards and provided additional evidence that the Three Minute Reading Assessments are also aligned with Indiana Academic standards and specifically examine students' word recognition, fluency, and comprehension, all components of the two major Language Arts standards in Indiana.

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: CIESC

SITE: Abraham Lincoln Elementary School

TUTOR'S INITIALS (ALL TUTORS OBSERVED): CM, SH, TC, EH, VR, SP, DR (TA), SK (TA)

TIME OF OBSERVATION: 3:45 - 5:15 pm

DATE: 2/2/2010

REVIEWER(S): L.M.

NUMBER OF LESSONS OBSERVED: 6

During the site visit, IDOE contractors visited one or more tutoring sessions to observe the lessons that were provided. IDOE contractors looked to see that actual tutoring matched the lesson plan descriptions that were provided in the requested documents, as well as those that were provided in the original provider application; that tutors and students were spending an appropriate amount of time on task; that instruction was clear and understandable; that tutors seemed knowledgeable about the lesson content; and that the student/tutor ratio was in line with the provider's application.

Each provider received a score of 1-4 points for each component. Providers receiving "1 or 2 points" on any component will be placed on probation.

OBSERVATION Components				
COMPONENT	Site Visitor Rating			
	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
1. Lesson matches original description in provider application			3	
<p>Reviewer Comments:</p> <p>Tutors were observed working with both small and large groups of students on math and reading skills. Lesson plans were available for each tutoring session observed. Moreover, all lessons were highly organized. In one room, the students worked on reading comprehension by silently reading a nonfiction book, collaboratively identifying sequential steps in the story, and answering specific questions posed by the tutors. In another room, students also worked on reading comprehension by reading a book aloud, identifying the main events in the story, and distinguishing between the author and the narrator. Finally, in yet another room, students developed math skills through a money measurement activity. Here, the students used replica pennies, dimes, quarters, half dollars, and dollar bills to develop different ways of reaching one dollar and twelve cents. Students worked independently to find various ways to reach the specified amount, shared their results with the group, and worked through each proposal on a white board as a group.</p> <p>Observed lessons paralleled the description in the provider's original application. Specifically, the observed math lesson afforded students the opportunity to "communicate their mathematical thinking to others" and subsequently "develop the ability to think logically and follow the sequence of mental steps needed to solve math-related problems in real life."</p>				

OBSERVATION Components

COMPONENT	Site Visitor Rating			
	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
2. Instruction is clear			3	
<p>Reviewer Comments:</p> <p>Each tutor had a lesson plan open and available and followed that lesson throughout the session. The tutors observed commenced each lesson with a brief overview to communicate lesson objectives and roadmap the activities for that session. For example, one tutor introduced the book the students were going to read, explained the difference between an author and a narrator, and notified the students that they were going to identify the author, the narrator, and sequential events in the book. Most students appeared to understand what was expected, as they followed along in the book, collaboratively identified parts of the story, and distinguished between the author and narrator.</p> <p>All observed tutors utilized visual aids (books with pictures, diagrams, white boards, replica money, charts, etc.) to represent concepts, capture students' attention, and enhance learning. For example, the math tutor utilized the replica money and white board to help students visualize and comprehend whether proposed methods actually equaled the specified dollar amount in the activity.</p>				
3. Time on task is appropriate			3	
<p>Reviewer Comments:</p> <p>Most all students observed were actively engaged in their tutoring lessons. Specifically, students seemed happy to participate and eager to learn. For example, in one room, all of the students enthusiastically volunteered to scribe the sequence of events in the book they had just read. Moreover, during independent practice, each student observed remained diligently focused on his/her work without the constant redirection from the tutors. For example, during one group's independent reading, all students silently read their books. Finally, the tutors appeared to allot the appropriate amount of time for the lessons, as most tutors observed were able to complete the entire lesson at an adequate pace.</p>				
4. Tutor is appropriately knowledgeable			3	
<p>Reviewer Comments:</p> <p>Each tutor observed utilized prepared lessons from the "Teaching Tutoring" book series. All observed tutors were exceedingly knowledgeable about the lesson plan and prepared to deliver the lessons successfully. All tutors appeared to be very familiar with the concepts reviewed in each lesson. The tutors utilized open-ended and guided questions to prompt student discussion, stimulate critical thinking, and redirect incorrect answers. For example, one tutor guided students to correctly identify the narrator of the story by stimulating discussion about the narrator's tone and description of events.</p>				

OBSERVATION Components				
COMPONENT	Site Visitor Rating			
	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
5. Student /tutor ratio: 4-6:1.33			3	N/A
<p>Reviewer Comments: Both small group and large group tutoring was observed as the provider had indicated in its application.</p>				